



Youth Voices:

The WorkReady Experience




workready.
PHILADELPHIA



The Philadelphia Youth Network is the managing partner of WorkReady Philadelphia and contracts with several dozen youth-serving organizations to operate WorkReady programs on behalf of the Philadelphia Workforce Investment Board and its Council for College and Career Success.

The following organizations partner to recruit employers for WorkReady Philadelphia programs:



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INTRODUCTION

Philadelphia Youth Network (PYN) is committed to the vision that all of our city's young people take their rightful places as full and contributing members of a world-class workforce for the region. As a key part of realizing that vision, PYN manages a set of programs collectively known as WorkReady Philadelphia on behalf of the Philadelphia Workforce Investment Board and its Council for Career and College Success. These programs provide academic enrichment, career and college preparation and exposure to the world of work for thousands of young people each year. Because educational attainment supports professional attainment, every participant completes a project or portfolio connected to academic standards which also qualify youth for school credit.

WorkReady programs offer young Philadelphians not only their first job, but skills for success. Young people who work during high school often master valuable skills that can help them do better in high school and college; learn new things that open their eyes to career possibilities; and earn more money later in life. When young people learn how to become better employees, entrepreneurs and leaders, we are all better off as a city and as a society.

Through providing financial and administrative support while simultaneously holding contractors to high standards, WorkReady programs strengthen all interested parties—including employers, direct service providers, schools, neighborhoods and the young people themselves.

WorkReady employment opportunities are incredibly diverse. There are five types of WorkReady programs in this report: internships, work experience, academic support, service learning, and year-round. Last year, 7,898 young Philadelphians participated in WorkReady programs at over 700 different worksites. The following report provides eighteen first-hand perspectives on ten WorkReady sites.



Internship Programs



Summer [Internships](#) provide older youth the opportunity to gain work experience, career exposure and learn specialized skills in a challenging, but nurturing work environment. Businesses of all sizes and types, from corporate to non-profit, throughout the Philadelphia area sponsor and host youth. These internships are designed not only to refine participants' workplace skills, but also to develop their talents and help them to envision and plan for future educational and career endeavors. Philadelphia Youth Network (PYN) and its contracted providers support employers to ensure a high-quality experience for both the employers and the interns. The internships are enriched with a pre-summer orientation and off-site workshops held one day each week to reflect, share and further develop skills. All interns also complete a portfolio, a portable collection of the youth participants' credentials, accomplishments, and acquired skills. ►



jannette rivera

Worksite: Independence Blue Cross

“...you start learning and you're like 'I can actually do this! It's not that hard after all!'”

Two years ago Janette Rivera told one of her teachers at Kensington High School that she was going to try to get a job at McDonald's for the summer. The teacher, recognizing the potential in Jannette, suggested that instead she apply for an internship through ASPIRA, an organization dedicated to the education and empowerment of Latino youth. This was the beginning of her WorkReady journey.

Jannette was placed at Financial Integrity Resources Management in Summer 2007. When she began, she was overwhelmed by her first foray into the professional world. "I went and I really didn't know anything about the business world at all," she admits. "It got to the point where I went home crying because I was like 'Oh my God, this is a lot of pressure.'"

Jannette dealt with the pressure by turning to her mentor, Jeanette Hernández Harris, CFO and Partner at Financial Integrity Resource Management. "We were really connected, so I could go talk to her," Jannette explains. "When I had questions, I asked her...That's how I got through it."

Jannette's favorite part of her ASPIRA internship was the exposure to the business world that she received. This new perspective had a huge impact on her self-confidence. "During the first summer it was a personal change for me...you start learning and you're like 'I can actually do this! It's not that hard after all!'"

In 2008, she applied for a WorkReady Summer Internship at Independence Blue Cross (IBC) and was placed in the Executive Offices. On a typical day, Jannette did everything from answer phones to deal with customers' questions to post community relations documents. "I basically help out anybody and everybody," she said.

Jannette felt that the WorkReady Weekly Seminars prepared her for a professional work environment. She was able to learn "everything you would need for a job" Jannette says, including communications skills, how to work as a part of a team and how to present herself. She also felt that the Seminars fostered a supportive environment where interns could express their challenges and receive valuable feedback from staff.

The seminars also helped Jannette learn how to be a self-starter in the workplace. "If there is a job to be done you can't assume that somebody's going to do it," Jannette says. "...I'll take the initiative and say 'Do you want me to do it?' or 'Who is going to do it?' so I make sure it gets done."

IBC provided its own professional development, organized by John Clayton, IBC's Workforce Development Manager, for the 50 WorkReady interns it hired to work at its offices in Summer of 2008.

"IBC is amazing" Jannette gushes, while explaining the array of offerings, such as a college application session lead by IBC's college interns and a resume writing workshop.

"My favorite thing with IBC is the way they've mentored," she says. Jannette is very close with her mentor, Karen Walters, the Senior Director of the Executive Offices. "She was a true mentor...she gave me news articles every day. Whether it was from the internet or newspapers, she gave me articles every day and she taught me about future trends." Jannette wants to go into medicine and most of these articles focused on the new developments in the health and wellness fields. Ms. Walters also included articles and information about higher education. She introduced Jannette to some of the smaller area colleges Jannette had not considered before. Jannette's feelings go beyond gratitude



toward her mentor for all that she has done for her. "I love her, I really do. She's my mentor."

Jannette's favorite memory from her summer at IBC was meeting Joseph Frick, president and CEO of IBC. Mr. Frick is "so busy, so I was grateful that he took out 10 minutes to talk to me," she said. "I asked him 'What makes you want to give back to the community?' I said, 'I know in a way that there's a business side to it.' He said, 'Honestly, the business side in it is trying to get young people to learn about business and community so they can be the next leaders of these companies.' Then he said, 'Personally I love dealing with the community. It's our community, and we have to take care of it.'"

Working at IBC, and, in particular, this experience with Joe Frick, engendered a major shift in Jannette's worldview. "I looked at corporate companies as money hungry people, and I never wanted to work for a big company," she says. "I was always for a small company because I thought they would be putting more into the community. And then I went to IBC...They put so much money, so much time, so much effort into helping out the community." Speaking of Ms. Walters, Mr. Clayton, and Mr. Frick, Jannette explains that, "they're people who know how to work with the youth. They see that they're going to be older and we're going to be taking care of this nation. We're the future leaders of the nation and they see that if they don't nurture [us], we won't be a great nation."

Jannette was asked by IBC to continue working in the Executive Offices during the 2008-2009 school year and accepted the position.

william tindal

Worksite: Comcast



William Tindal began his participation in WorkReady Summer Internships in 2007.

Prior to WorkReady, he had never had a job. He learned about the program through Enon Tabernacle Baptist Church. After completing the application process, he was given the choice to work at either a bank or for Comcast. He chose Comcast.

Never having the experience of working in a corporate environment, William came into the internship with his own assumptions of what working at Comcast would be like. "I thought everybody was going to be uptight...It's been way different. People truly care. And you learn, but you don't really know that you're learning because you're actually doing work."

In Summer 2008, William worked in the Human Resources department. He handled executive referrals, tracking, I-9 forms and severance issues. He enjoyed his experience as a part of the HR department. He felt that it showed him the importance of working as a team in order to accomplish goals. "It's just being a team...people do their part and, if they don't do their part, you have step up for them." He was also met with kindness and patience by Comcast employees. "When [I] really don't understand, I can always ask 'Can you explain it again to me for the 40th time?' and they just keep saying 'Yes'

with a smile on their face."

Based on interviews, journal entries and surveys from Summer 2008, the personal relationships that young people develop during their internship experience are viewed equally as important by the youth as the work experience that they gain. William was fortunate enough to bond with a Comcast employee whom he describes as being "like my older sister." She assisted him with applying to college and helps him to stay focused. When speaking of the work environment, he says, "It's really like a family. I can go to them for anything."

While walking through the hallway in Summer 2007, William met Ralph Roberts, the co-founder of Comcast. This chance meeting is one of many exciting experiences that William has had since becoming an intern at Comcast. Working at Comcast has also afforded William the opportunity to learn about and preview products before they are released to the public. He was able to view some Comcast commercials a year before they aired on television and he was introduced to technology that Comcast is developing: 3D television.

William admits that his internship experience has helped him to mature. He feels that earning money has encouraged him to make better decisions about managing his finances. His internship at Comcast has also helped him to discover that he enjoys interacting with people. "I just like dealing with people. I like helping people."

As a result of his internship at Comcast, William looks forward to his future and achieving success. "It's crazy to be my age and have an opportunity like this. It just makes you want to rise to the top. [In the future]

“It's crazy to be my age and have an opportunity like this.”

I still want to work here. I want to stay."

William got his wish. After his internship in Summer 2008, William was hired part-time at Comcast. In addition to working at Comcast, he currently attends Community College of Philadelphia and plans to major in Business with a minor in Entrepreneurship.

chanel dowell

Worksite: Albert Einstein Medical Center

“I was around all the doctors and dressed up like they did. It was exciting.”

In Spring 2008, one of Chanel Dowell's teachers at Mathematics, Civics and Sciences Charter School of Philadelphia told her that there was an opportunity to work in a hospital through WorkReady. An aspiring nurse, that was all Chanel needed to hear. She applied for a WorkReady internship through the Central Enrollment Center in The Gallery at Market East.

Chanel was placed at Albert Einstein Medical Center. Because she wants to go into pediatric nursing, she requested to work with infants. Caring for infants has allowed her to travel all over the hospital, but she spent most of her time shadowing and aiding nurses in Labor and Delivery and the Neonatal Intensive Care Unit.

One of Chanel's responsibilities is to educate new parents about a serious topic: Shaken Baby Syndrome (SBS). Chanel explained that SBS "could cause long-term damage to babies' brains. It could rupture blood vessels in the brain which can cause bleeding. It can cause blindness, paralysis, seizures and the worst is death."

Chanel has met some challenges during her internship. "Some people don't understand English or speak English, so I have to find a way to still get the message across. "I have to find an interpreter...for deaf people, I need to find somebody that knows sign language." Chanel was also met with resistance from parents who felt that they did not need a parenting lesson. But Chanel just reminded those parents that the SBS training is mandatory and tried to not let it bother her. "Some people say they know about it and some people don't. So those that don't know about it, it makes it worthwhile to tell them," she reasoned.

Chanel's favorite part of the summer was when she was allowed to observe a Cesarean Section. "I was around all the doctors and dressed up like they did. It was exciting." She said, "At first I was

nervous. I had never seen anything like that; I'd only ever seen it on TV! I was like, 'I can't believe I'm actually seeing this! A baby is actually being taken out!'" This experience was not merely an educational moment for Chanel; it boosted her confidence as well. "I was surprised; I didn't think I would be able to take it," she remembers, "but I did. So I was like if I can take that, I can take anything."

Overall, working at Albert Einstein Medical Center not only confirmed Chanel's desire to go into nursing, but also gave her a new perspective on the industry. "As far as paper work and stuff, I didn't know about that. I thought it was hands-on all the time," she admits. But she learned about more than just the logistics involved in nursing. "It helped me to deal with patients, people skills...I feel like I gained a lot from that"

After graduation in 2009, Chanel wants to enroll in a nursing program. She is looking at programs at Thomas Jefferson University and Community College of Philadelphia.



Albert Einstein Medical Center

The Facts

According to the 2008 Youth Satisfaction Survey:

- ▶ **92%** of youth were satisfied with their summer work experience
- ▶ **89%** of youth indicated that their work skills have improved as a result of their summer work experience
- ▶ **88%** of youth felt that they were more prepared to get a job in the future as a result of their summer work experience

employer perspective

Lisa Petrivelli

Senior Corporate Human Resources Generalist, Day & Zimmerman

Day & Zimmerman was founded in 1901 in Philadelphia as a partnership between an engineer and a consultant. Today, Day & Zimmerman is one of the largest private companies in America and earns over two billion dollars in revenue annually. Despite their presence in more than 75 countries, the Day and Zimmerman's corporate headquarters remains in Philadelphia.

In the summer of 2008, seven WorkReady interns were employed at Day & Zimmerman's corporate headquarters. The interns were assigned to several departments, including Information Technology, Facilities and Accounting. Lisa Petrivelli, Senior Corporate Human Resources Generalist, coordinated their summer experience and acted as a mentor to one intern, Ryan.

At first, Lisa admits that she thought that coordinating the internships was just another part of working in HR, but she explains that her mentorship role "ended up being one of the most personally fulfilling things I do."

From the very first luncheon Day & Zimmerman held for the interns, Lisa has been able to watch them grow and build relationships. She charged the interns with organizing a community service project together. They developed the concept: Operation Support Our Troops, a weeklong drive to collect wish list items that will be

shipped to U.S. troops in Afghanistan. The interns chaired their own meetings, did all the publicity and managed the collection sites. "They came together as a team," Lisa said, "they are like their own little well-oiled machine."

WorkReady only asks that interns are employed for 20 hours per week. However, because of their contribution to the company, most of the interns have increased their time to 36 hours per week- at the request of Day & Zimmerman.

Engaging with her interns has transformed Lisa's idea of corporate citizenship. "It has caused me to reevaluate my responsibility as a professional," she said. However, Lisa feels that the benefits of supporting WorkReady internships are institutional as well as personal. She explains that from a Human Resources perspective, "mentoring provides employees with a leadership opportunity. It's a way to re-engage your employees in something they can really be proud of."

"The program globally has been a phenomenal professional experience," Lisa said. Based on her experience with the internship program, Lisa decided to join the Young Friends of PYN so that she could assist in raising awareness of WorkReady and its impact on the lives of Philadelphia's young people.

“Mentoring provides employees with a leadership opportunity. It's a way to re-engage your employees in something they can really be proud of.”



Work Experience Programs



Work Experience programs combine employment at a non-profit organization or public sector agency and academic enrichment during the summer. Youth participants work together to complete an academic project, the progress of which is monitored by a WorkReady Academic Advisor, a certified teacher hired by Philadelphia Youth Network. This qualifies participants to receive one academic credit from the School District of Philadelphia, and enters them into the project competition held at the Convention Center each August. ►





Nyfiece Carter is a senior at Lincoln High School. Summer 2008 was his second summer working for Travelers Aid Camp.



Ronald Champion is in 11th grade at World Communication Charter School. Summer 2008 was his first summer at the Travelers Aid Camp.



Donnell Clark is a 10th grader at Mastery Charter School. Summer 2008 was his third year working at the Travelers Aid Summer Camp.



Marcellous Herring is in 11th grade at University City High School. Summer 2008 was his third summer with Travelers Aid.



Nicholas Shanks graduated in June 2008 from Martin Luther King, Jr. High School as valedictorian of his class. He was awarded a full scholarship. At the time of this interview, he planned on attending either University of the Arts or the Art Institute of Philadelphia. Summer 2008 was his first summer with Travelers Aid.

a n i n t e r v i e w w i t h . . .

Nyfiece Carter, Ronald Champion, Donnell Clark, Marcellous Herring & Nicholas Shanks

Provider: Greater Philadelphia Urban Affairs Coalition

Worksite: Travelers Aid

The mission of Greater Philadelphia Urban Affairs Coalition (GPUAC) is to unite government, business, neighborhoods, and individual initiative to improve the quality of life in the region, build wealth in urban communities and solve emerging issues. As a provider organization, GPUAC placed approximately 600 young Philadelphians at over 90 non-profit worksites throughout the city in 2008.

One such worksite is Travelers Aid of Philadelphia, an agency which runs a family residence and provides counseling and case management to the area's homeless population. The growing number of children requesting services led to the development of programs for academic enrichment and emotional recovery. As part of this initiative, Travelers Aid runs a summer camp at the Kirkbride Center in West Philadelphia.

The counselors at the Travelers Aid summer camp are WorkReady interns, recruited largely from the shelter system itself. On a typical day, they lead activities with the campers, have academic lessons, and research their summer project on the various movements within the Harlem Renaissance.

On an Academic Advising visit, five counselors were interviewed by a PYN representative. The following is taken from that interview.

How did you hear about the opportunity to work at Travelers Aid?

Nyfiece: Through the shelter system. I just heard it was something to do during the summer.

Ronald: I heard from my mother. She wanted me to do something this summer. She doesn't want me hanging out on the street like I did last year. She said "Get out and do something!"

Donnell: Through the shelter system. My mother said they're having a program. I wasn't so sure about it. I went and actually liked it! I did the after school year-round program too.

Marcellous: I heard through the shelter system and my sister had been in the program before.

Nicholas: I was at a different shelter and someone at my graduation ceremony said "You can get a job at the camp and work with the kids."

What was your favorite part of the summer?

Donnell: Playing basketball with the kids.

Marcellous: Going to the beach. We

learned about marine biology. We made algae books. [The same way] you would press a flower in a book, we pressed the algae after collecting samples.

Nicholas: Meeting new people.

What is something that was challenging this summer? How did you deal with that challenge?

Nyfiece: The drama of the kids. Everybody in here has been through the shelter. Been there done that. Close that book of the story and turn to a new page. Because we're all in here, we just act regular. We're like, "Oh you're in the shelter? That's cool. How long you been here? You been to Travelers Aid? No? You should be there!" It helps us build our character for stuff we have to go through. Like if you're outside in the world, it kind of builds up your character so you can do better things [and] so you won't break down as easily.

Donnell: Doing dissections was really hard. We were able to work together to figure it out.

Marcellous: The drama of the kids. Sometimes they would come in just mad

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“I learned
compassion
and
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You gotta see
both sides of
the story.”

about something. We have to sit them down, talk to them...Some kids, they don't like the shelter. It's their first time and because of the shelter they felt lower than low... Everybody just told them it's alright being in the shelter.

What is your career goal? Have you learned anything during your summer experience that will help you attain that goal?

Nyfiere: I'm going to be a psychologist. Seeing the different personalities of different people and how they act really helps me in discovering different things. Like how people can change their personalities and change their traits and what they do in groups and things and it's a whole different way when they talk one-on-one with a person. You can see the inner person just by looking at them.

Ronald: To be an author. [I want to] write poetry and songs. [For the Harlem Renaissance Project] we're reading a lot of stuff from that time and from this time too to compare it. And it's like, "Oh, that's where you got that lyric from? Langston Hughes?" Thinking how everybody relates to it. How all writers

grow from other ones and they learn.

Donnell: A judge or lawyer. This helps with reasoning in the court room. With any problem you have to use reasoning to decide which evidence is more convincing. I have to practice reasoning with the kids in lessons.

Marcellous: Engineer. The math and the science and reading practice [will help me].

Nicholas: Videogame designer.

Is there anything you learned this summer that you will apply elsewhere in your life?

Nyfiere: I learned compassion and reasoning. You gotta see both sides of the story.

Ronald: Everybody's not like you, everybody doesn't think like you, so don't get mad over it, just compromise.

Donnell: Responsibility. That's a major one. Because we're responsible for making sure it all works right for the kids. Or like in the dissections, if you didn't do it right you have to take responsibility for your mistakes.

Academic Support Programs



WorkReady **Academic Support** programs focus on developing academic skills while providing exposure to higher education and career options. Many of these summer programs take place on college campuses. Youth who participate in Academic Support programs also complete academic projects. ►



the rosado sisters

Lizbeth, Anabeth & Sarybeth Rosado

Provider: Congreso de Latinos Unidos

Worksite: Congreso de Latinos Unidos/Villanova University



“...they’re opening our eyes to colleges... I’m going to start scholarships that accept 11th graders and start saving up.”

Congreso de Latinos Unidos' Exito Youth Development Project exemplifies the WorkReady Academic Support program model. Congreso's mission is to strengthen Latino communities through social, economic, education, and health services; leadership development; and advocacy. The Exito program targets North Philadelphia youth at Thomas Edison High School, a neighborhood school where over three-quarters of students are Latino and 86.2% of students receive free or reduced price lunch.¹ During the 2003-2004 school year, the percentage of dropouts or near-dropouts in the School District of Philadelphia that were Latino was 19.4. The total percentage of dropouts or near-dropouts for neighborhood schools in the School District was 21.1.²

Anabeth, Lizbeth and Sarybeth Rosado - triplets in 11th grade at Edison - joined Exito for the first time in summer 2008. According to Anabeth, they went to the Student Success Center at their school and were told that there was a program that “teaches about a certain careers...and it gives us skills for it.” Her sister Sarybeth jumped in, adding, “And it gives you a credit for school!”

Exito addresses its participants' needs through the lens of an entrepreneurship curriculum. Three days per week, students have an Advanced Topics in

Entrepreneurship course, covering everything from economics to publicity to manufacturing methods. They also have the Wednesday Academy, which holds post-secondary education and job-seeking skills workshops. In addition to the workshops, youth participate in academic enrichment activities as a part of the Wednesday Academy to keep their skills sharp for the coming school year.

Sarybeth cited the classroom time as her favorite part of the program. She's a hands-on learner and appreciated Ms. Marizol, one of their instructors. She explains that “our teacher is fun, but she gets to the point and there was never a dull day.”

Lizbeth faced some challenges in the classroom - in particular, understanding the concepts of return on investment and return on sales. But her teachers gave her the individual attention she needed. “Mr. Anthony helped me out and explained it. It took me a while and he didn't leave, he just stayed and waited ‘til I got it,” she says.

The Winning Pitch

Though the students appreciated the classroom time, they were focused on actually becoming small business owners. Perhaps more importantly, they were interested in winning the

business plan competition at the Villanova University School of Business. In the very first week of the program, students made business pitches to their peers and instructors. Nine were chosen and received a \$50 loan from Congreso, to be paid back after the sales events.

Sarybeth's pitch resulted in a loan. She and her sisters teamed up with a few other friends and developed Ice Box, a water ice stand. After doing market research during the second week of the program, they decided that young people were their target demographic. Many of them had summer jobs and with this new-found cash flow would be able to spare 50 cents for a water ice. Plus, as Sarybeth explains, “We picked this for the summer because it's going to be hot! So why not have something to cool you off and quench your thirst?”

The plans for the nine small businesses were presented at the culmination of a one-week residential retreat at the Villanova University School of Business. Each group had to prepare a 16-slide PowerPoint business proposal. According to Anabeth, getting ready for this was one of the hardest but best parts of the summer. “Most other businesses take six months, a year,” she exclaims, “and we did it all in three weeks!” They dealt with the pressure by delegating tasks among group members. She was also nervous about having to speak during their presentation. “I wasn't all that

¹ School District of Philadelphia school profile: https://sdp-webprod.phila.k12.pa.us/school_profiles/servlet/

² From *Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis, 2000-2005*

good with speaking in front of people. But then they told us how to speak in front of people, to make eye contact, how to look professional, talk professional and seem professional..." she says. Their hard work paid off: Ice Box won first place in the business plan competition. They were awarded a monetary prize towards development.

A Whole New World

The week at Villanova introduced Lizbeth, Anabeth and Sarybeth to the world of college, a world to which they had previously had very limited exposure. Prior to this experience, the Rosado sisters had never heard of Villanova, or any post-secondary school other than Community College of Philadelphia. During this week, the triplets and the other participants lived on campus and participated in business and higher education workshops with representatives from the Business School and the Office of Admissions. Sarybeth found the Admissions workshops really helpful. By having these sessions, "they're opening our eyes to colleges, not only Villanova. And they're telling us their prices and about different scholarships," she says.

Now, with this information in hand, the sisters have their sights set high. "I'm going to start scholarships that accept 11th graders and start saving up," explained Sarybeth. She wants to go to Drexel and participate in their Co-Op program because of the opportunities for internships all over the world. "I am going to be a doctor so I [can] go out and help with patients in Africa or something. I don't like to just sit in a class and learn all day. I want to do something. You can make connections and spread out. That's why I want a Co-Op," Sarybeth says.

Anabeth, a straight-A student, now has her sights set on Harvard Law School. She had no idea about the Ivy League before this summer, but now is aiming for the top. "For Ivy League schools you don't only have

to be...rich to get in there," she explained, "there's other ways to get in there!" To help fund her Ivy League education, Anabeth has already started planning her application for the Bill Gates Millennium Scholars scholarship she learned about from the information sessions. Lizbeth was so impressed with her time at the Villanova University School of Business that it has



The Rosado sisters and other members of their program present their project at the 2008 WorkReady Closing Ceremony.

become her first choice. She is considering being a business owner in the hotel industry and has learned the value of going to a school with a good reputation. "If I have a degree from the Villanova School of Business, people are going to write me bigger checks!" she explained, "They'll be like, 'she went to a good school so she knows what she is doing.'"

Big Business

After their time at Villanova, Lizbeth, Anabeth, Sarybeth and their Ice Box team participated in a three-day sales event in North Philadelphia. Other student businesses at the event included a lemonade stand, a car wash, and Latin food vendors. One thing the Ice Box team did not anticipate was the competition from I Scream for Ice Cream, a nearby ice cream shop. They decided to modify their business plan by offering a new product to attract customers: gelati, a mix of ice cream and water ice. They also joined forces with I Scream for Ice Cream to eliminate the potential for competition. They were able to realize a 25 cent profit on every gelati sold. "And," Sarybeth explained, "we were charging them for our freezer...We were thinking

we have to pay back Congreso, so we needed a way to make [money] fast. So we charged them \$5 per day." In the end, the businesses made over \$700 profit, over \$100 of which they chose to donate to charity.

Opening Doors

Exito was much more than an economic education class, a water ice stand or a college counseling session. The girls all felt they learned skills and underwent personal change that will help them in other areas of their lives.

They agreed that they all learned how to conduct themselves in and out of the workplace, as well as how to present their points of views so that they will be received in a positive manner. They also learned the importance of

communication skills and professionalism. Sarybeth remembers that one of her supervisors, Andrea, said "that everyday you have to set yourself as a professional..." Sarybeth also felt that as a result of managing Ice Box, she became "more responsible, more organized."

Anabeth really appreciated that after their first paycheck, they went over the basics of budgeting. "I realized I didn't know where my money went! ... So they taught us how to save our receipts and calculate how much you spent the whole month of July." This exercise prompted her to be more responsible in how she spent her money. Sarybeth notes that she started asking herself questions like "do you really need that? Do you really need that sneaker in green if you already have it in blue and yellow?" in order to help her make wiser choices about how to spend her money.

The girls hope to enroll in Congreso's after-school program and participate again next summer. "The program opens up doors...and more doors." Sarybeth explained. "And as soon as you open those doors, more of those doors open for you!" ■

Service Learning Programs



Service Learning program participants work in teams to develop projects that incorporate active community service as well as academic enrichment during the summer. Projects address current community needs, typically as defined by group participants. Service Learning programs also include a career exploration component. Youth who participate in Service Learning programs also complete academic projects. ►



andrew riley

Provider: Communities In Schools of Philadelphia
Worksite: Bala Nursing Home

“You grow exponentially once you get involved with a program like this.”

Andrew Riley wants to be a cardiothoracic surgeon. He has always wanted to be a doctor. Because of this, Andrew jumped at the chance to work in a nursing home when his older brother told him about the opportunity during his freshman year at Roxborough High School. "Why not help people with what I find interesting?" he says.

Andrew has spent the last four years working at Bala Nursing Home as part of the Roxborough Intergenerational Dialogue Project, managed by Communities In Schools of Philadelphia (CISP). CISP programs serve over 13,000 students per year and target youth who are at-risk of dropping out of school. More than half of the youth served come from households that receive Temporary Assistance to Needy Families (TANF).

Participants in the Roxborough Intergenerational Dialogue Project connect with senior citizens at the Bala Nursing Home and learn about the healthcare industry. They spend half of each day engaging in recreational activities and crafts with their "senior buddies." They also explore the jobs available at a nursing center through interviews with current employees and research into subjects like educational requirements and potential salaries.

Although he initially joined the program to explore his medical interests, Andrew's favorite part of the program is interacting with the residents. He feels that this helps him experience caring for patients. "It gets me really excited," he explains, "I know I want to do this. It lets me know this is where I want to be."

Andrew was particularly close with one resident, Anthony. They would joke around together, and every day Anthony would yell "Where's my son?" referring to Andrew. It was a challenge for Andrew when Anthony's health started to deteriorate. Anthony could no longer come down from his room to do activities

with the rest of the residents and youth workers. Andrew struggled with how he could help Anthony. He spoke with Anthony's nurses and got permission to come up and spend time with him in his

room. He felt that keeping Anthony engaged would "give him another reason to fight." They would watch the *Price is Right* and eat peanut butter and jelly sandwiches together, all the while shouting out their own bids for the brand new dinette set.

"They have an enormous amount of wisdom," Andrew says of the residents. He says that he has been able to apply the lessons from the seniors' lives to his own. For example, one of his senior buddies worked as a laborer his entire life. According to



Andrew, "he didn't have the opportunities we have today" and was never able to get an education. This has inspired Andrew to take advantage of all the opportunities that come his way.

Over his four years at Bala, Andrew has cultivated his leadership skills, improved his ability to work in a team and practiced delegation. From working in a group to planning activities like the Senior Olympics, Andrew has learned that it is necessary to recognize the different strengths in others so that each person can be used most effectively to get the job done. "You grow exponentially once you get involved with a program like this," he says.

In Summer 2008, Andrew, was scheduled to attend Villanova University in Fall 2008 and planned to major in biology.



Andrew and other youth who worked at Bala Nursing Home present their project at the 2008 WorkReady Closing Ceremony.

malik anderson

Provider: Communities In Schools of Philadelphia

Worksite: Men of Distinction at Simon Gratz High School



“I know how to talk, not just professionally, but how to engage.”

Three years ago, when Malik Anderson went to the WorkReady Central Enrollment Center in The Gallery at Market East, he expected to get a job doing manual labor because he had no real work experience. Little did he know that he would spend the next three years in Community In Schools of Philadelphia's Men Of Distinction/Males Achieving Responsibility Successfully program. He was pleasantly surprised to find himself discussing current events and doing research projects to help his community.

For summer 2008, Men of Distinction focused on the community issue of childhood obesity. Everyday, Malik and his teammates worked on designing a campaign to increase community awareness about the obesity epidemic. They researched relevant data, conducted peer-to-peer interviews and collected feedback from the community. Participation in the Fitness Lifestyles for Youth curriculum - featuring weekly yoga, strength training, cardiovascular fitness, and cooking classes - taught Malik and his colleagues how to live a healthy lifestyle so that they could motivate others to implement it in their own lives.

One of Malik's favorite parts of the summer was the program-wide read-

ing assignment of Russell Simmons' *Do You!: 12 Laws to Access The Power in You to Achieve Happiness and Success*. The book draws from Simmons' experiences as founder of Def Jam Records, the spiritual insights he has gained through yoga practice, and the value of philanthropy in his life. Malik found the book "inspirational."

Conducting interviews and interacting with others were the most challenging but rewarding parts of Malik's experience. He came to realize that opinions are not right or wrong but that people have different views. He now asks himself why people think the way they do instead of criticizing opinions he doesn't agree with. Malik thinks that this skill is going to help him a lot in the future. He plans on going to college and wants to become an author. "When you're here you think about how others think," he explains, "and when I write, I try to get in characters' heads."

The 2007 summer project was another source of pride for Malik. The theme for that summer was entrepreneurship and the participants came up with a plan to start a combination carwash-hamburger stand. The participants convinced Pep Boys to donate over \$500 of supplies. This investment meant they could keep the prices down, which would attract more

customers. For only \$5, a customer could have their car washed and have a burger while they waited. The business opened outside the Boys and Girls Club, where the cars lined up and local TV and radio stations came to cover the event.

As a part of the Men of Distinction team, Malik learned how to have a professional demeanor. "You know what you should do," he says, but now after the course "you see how to do it." His communication in particular has improved. He says that "I know how to talk, not just professionally, but how to engage."

And though Malik has learned the benefits of forming career goals instead of just looking for a job, the work experience has helped him find a job in the short term. Malik now works as a cashier and

usher at a local movie theater. He says that he was able to land this job because of the interviewing skills he developed and the references he gained during his summers with WorkReady.



One of the handouts used to promote the campaign to increase community awareness about childhood obesity and the behaviors that contribute to it.

Year-Round Programs



Year-Round programs are funded by the Workforce Investment Act and provide services to both in-school youth (ISY) and out-of-school youth (OSY). The programs focus on both educational success and workforce development. During the summer, Year-Round program participants also complete academic projects. ►



andrea smith

Worksite: St. Christopher's Hospital for Children



St. Christopher's Hospital for Children's Health Tech Program provides Olney High School students with hands-on experience in the health care industry, as well as college and workplace preparation. Guided by a professional mentor, 11th and 12th grade students become paid staff members at St. Christopher's. Tenth grade students have the opportunity to shadow the older students one day per month. Eleventh grade students spend one full day per week working in the hospital. Twelfth grade students have the option to work four days after school and one full day per week at the hospital.



Andrea takes her work at St. Christopher's very seriously and appreciates the opportunity.

Andrea Smith heard about the Health Tech Program at St. Christopher's Hospital for Children through a friend. "They treat you like a real employee, it's just like being a full hospital staff member!" her friend told her. Andrea wanted to be a pediatrician, so she knew this was a great opportunity. She did not hesitate to apply.

“When I'm at work, I'm all professional...”

After she was accepted into the program, Andrea worked in the Heart Center and in the Electroencephalography, or EEG, Unit at St. Christopher's. During this placement, she learned administrative skills, including faxing, filing and copying. She also learned technical skills, one of which was how to administer a heart stress test. Most importantly, Andrea learned how to conduct herself in a workplace. "When I'm at work, I'm all professional," Andrea explains, "but when I leave the hospital I go back to being a normal 16-year-old girl!"

During this placement, Andrea's mentor had her do research about different health professions and Andrea fell in love with physical therapy. As a result, her mentor helped her arrange an opportunity to shadow a physical therapist.

Andrea appreciated that the Health Tech program provided opportunities she would not have been able to find anywhere else. She didn't know anything about St. Joseph's University, for example, before attending a special college fair held for Health Tech participants. She did additional research about St. Joseph's and found out that they have a six year program resulting in a Bachelors and a Ph.D. in physical therapy. She has now set her sights on that program and is doing everything she can to prepare. By contrast, Andrea explained, "most of my friends don't even know what they want to do after high school!" Participating in Health Tech has helped Andrea figure out what she wants to do with her life and helped her find a path to success.



St. Christopher's Hospital for Children

Charimar Valentin Ebony Fortune Eric Wainwright

Provider & Worksite: Free Library of Philadelphia

The Free Library of Philadelphia employs nearly two hundred high school students as part of its Teen Leadership Assistant (TLA) program. During the school year, TLAs work with the LEAP After School Program and offer homework help, computer training and other enrichment programs for more than 80,000 children and teens each year. During the summer, TLAs work four days per week in the library and on Fridays attend trainings at the Central Library on topics like professionalism, college applications, and presentation skills.

Charimar Valentin, Eric Wainwright and Ebony Fortune are TLAs during both the summer and the school year. Summer 2008 was the second summer at the Library for Eric, a 2008 graduate of Central High School who headed to Arcadia University in the fall, and Ebony, a senior at Murrell Dobbins Career and Technical Education High School. For Charimar, a 10th grader at Bodine High School for International Affairs, 2008 was the first summer that she participated in the TLA program.

During the school year, TLAs focus most of their time on helping after-school program participants with homework. The job becomes more demanding during the summer months. "In the summer, there are so many more kids and they're here seven hours a day. In the summer my job is to tame them!" Eric explains.

During this past year, Eric came up with an incentive program using the video game Dance Dance Revolution and has continued it during the summer. "If they read a book and they wrote a short summary of it...they get a little ticket to play the game. It was my idea. I still do it in the summer too. I think it's good. The kids like it."



The Central Library Branch of the Free Library of Philadelphia.

"I develop programs for them to do everyday when they come in," Ebony says. The TLAs have a lot of freedom to develop activities to do with the children. "In the summer, typically, I'll come in...I will get a group together and read a book to them" she says. "Or I will set up a program, like a craft program. It depends on the day. Usually, Wednesday is technology day, so I take them into [the] lab and do a technology program."

Charimar works at a smaller branch and spends a lot of her time working with a summer reading program that also gives prizes to active readers. "They got really excited about it," she explains. "The kids were coming over to me and asking if they could read to me. They were lining up, literally, so they could read to me!"

After finishing her first year as a TLA, Charimar has been brainstorming other activities for the upcoming year. "I'm really excited, I have a lot of ideas!" she says. Charimar speaks English, Spanish and French and is learning Chinese. The library has been a key resource in her mastery of these languages. "I didn't know English when I came here," she explains. Her current supervisor is

one of the people who helped her to learn English as a child. "I want to do a tutoring program that has to do with Spanish and English because I want to be a language teacher. I think that will be a good experience for me," she says.

There are also personal benefits of participating in the TLA program. Ebony and Charimar both learned patience from working with the kids. Ebony explains that when the kids are being difficult, she reminds herself that this is a real job. "You think about the money and you're like 'I have to be calm because I'm going to be paid!'" she says, laughing. At Dobbins, Ebony is studying Pastry and Culinary Arts and plans to be a pastry chef. She thinks that working at the library will help her reach this goal. "In order for me to be a chef, I have to be able to attract people and attention so I can sell my product," she explains, "working at the library, that's just teaching customer service."

Participating in the TLA program has improved Eric's confidence and communication skills. "My job is to walk around and talk to people randomly and ask if I can help them...like, 'Hi, my name is Eric, how can I help you?' Before I used to be so critical about what people thought of me or what they would say whenever I said things," he remembers. "Then when I learned how to interact with people I became comfortable with people around me in the library and then in general." After two years

(continued on next page)

“I’m really excited,
I have a lot of
ideas!”

with the TLA program, Eric says he has undergone a "metamorphosis in personality" and has become an extrovert.

All three TLAs agree that helping the children and youth in the program is the best part of their job. Charimar explains that "if they have troubles with reading and you're actually able to help them, you can actually see the huge smiles on their faces after they got it." Eric agrees, adding that "to see them learn, it's like a real gift. I can understand why people want to be teachers."

Charimar really feels at home at the library. "You can get so close to a kid that it's like they're a little brother or little sister," she says. "The library is like a family," Eric agrees. "LAs [Library Assistants] are like people you can look up to and learn from. The branch manager and the librarians are like the parents."

This family might be too good for Charimar to leave, in fact. "There is this book I read to the kids, a story called *The Child Raised by the Librarians*. It was funny because it reminded me of me" she says. "It was about a kid that grew up in the library. Since he was in first grade he was so interested in books. Eventually he went to college and the librarians became his best friends and he got a job at the library. And I look and wonder, 'is that going to be me?' Maybe I'm not going to be a teacher, maybe I'm going to end up being a librarian!"

The Facts

7,898 youth were employed through the 2008 WorkReady Philadelphia Summer programs.

► Gender	► Race	► Ages of the Youth Served
54% Male	75% African American	25% 17 years old
45% Female	12% Hispanic	24% 16 years old
1% Other	5% Caucasian	18% 15 years old
	3% Asian	17% 18 years old
	3% Other	7% 14 years old
	2% Bi-racial	6% 19 years old
		2% 20 years old
		1% 21 years old

2009 WorkReady programs are made possible with support from:

(This listing represents commitments made as of June 12, 2009. For an updated list, please visit www.workreadyphila.com/investors)

WorkReady System Funders

Government agencies, foundations and organizations that fund the overall WorkReady system of programs.

City of Philadelphia
Pennsylvania Department of Labor and Industry
Pennsylvania Department of Public Welfare
Pennsylvania General Assembly
Pennsylvania General Assembly
Philadelphia City Council
Philadelphia Department of Human Services

Philadelphia Housing Authority
Philadelphia Workforce Development Corporation
School District of Philadelphia
U. S. Congress
U. S. Department of Health and Human Services
U.S. Department of Labor
William Penn Foundation

WorkReady Premier Internship Employers

Businesses that hire and pay for youth internships at their worksites. Those listed in bold are hiring 10 or more interns.

Abington Memorial Hospital • ACE Group • Acme Markets • Aqua America • AT Chadwick, Co. • Bittenbender Construction • Blank Rome, LLP • Brandywine Realty Trust • Brown's Super Stores, Inc. • Burman's Medical Supplies, Inc. • Cancer Treatment Centers of America • CBS 3/CW Philly 57 • **Citizens Bank** • **City of Philadelphia** • **Comcast** • **Comcast Spectacor** • Communities In Schools • Consumer Credit Counseling Service of Delaware Valley • **Day & Zimmerman, Inc.** • Deloitte • DMJM Harris/AECOM • Drexel University • Eckert Seamans Cherin & Mellott, LLC • Episcopal Community Services • Ernst & Young • ESM Productions • Family Planning Council • Federal Reserve Bank of Philadelphia • Fox Chase Cancer Center • Friendly Mortgage • Garfield Refining Company • Greater Philadelphia Chamber of Commerce • Greater Philadelphia Tourism Marketing Corporation • Holy Family University • **Independence Blue Cross** • JEVS Human Services • Jewish Federation of Greater Philadelphia • KPMG, LLP • LaSalle University • Law Offices of David T. Shulick Esquire • Liberty Property Trust • Main Line Health • Marketplace Philadelphia Management • **Mercy Philadelphia Hospital** • NHS Human Services • Parente Randolph • **PECO** • Pennoni Associates • Philadelphia Academies, Inc. • Philadelphia Business Journal • Philadelphia College of Osteopathic Medicine • Philadelphia Council AFL-CIO • Philadelphia Federal Credit Union • Philadelphia Federation of Teachers Health and Welfare Fund • **Philadelphia Gas Works** • Philadelphia Golf Management, LLC • Philadelphia Marriott Downtown Courtyard • **Philadelphia Opportunities Industrialization Center, Inc. (OIC)** • Philadelphia Phillies • Philadelphia University • Philadelphia Workforce Investment Board • PNC Bank • PricewaterhouseCoopers • PRWT Services Inc. • Reit Management & Research • Roofscapes, Inc. • Saint Joseph's University • Saul Ewing, LLP • Stradley Ronon Stevens & Young, LLP • STARR Restaurants • **Students Run Philly Style** • **TD Bank** • **Thomas Jefferson University Hospital** • Tierney Communications • Towers Perrin • Turner Construction Company • United Bank of Philadelphia • Universal Health Services • University of Pennsylvania • UPS • **Wachovia** • Wallace Roberts & Todd, LLC • **Walmart Stores** • William Penn Foundation

WorkReady Internship Investors

Sponsors of youth internships in non-profit organizations or small businesses. Those listed in bold are sponsoring 10 or more interns.

Bank of America • **Barra Foundation** • **Campbell Soup Foundation** • Cephalon • The Children's Hospital of Pennsylvania • Citizens Bank • **Comcast** • Crown Holdings, Inc. • Day & Zimmerman, Inc. • **Deloitte** • Drexel University • Foundations, Inc. • Fox and Roach Charities • **Hahnemann University Hospital** • Houghton-Carpenter Foundation • Independence Foundation • **Law Offices of David T. Shulick, Esq.** • **Lincoln Financial Group Foundation** • Patricia Kind Family Foundation • Pennsylvania Convention Center Authority • Philadelphia Convention & Visitors Bureau • The Philadelphia Eagles • Rohm and Haas • Seybert Institution • Thomas Jefferson University Hospital • **United Way of Southeastern Pennsylvania** • Virtua • **Wachovia Foundation** • **William Penn Foundation** • WPVI-TV- 6abc • Young Friends of PYN/Young Professionals Network

WorkReady Internship Contributors

Organizations or individuals that provide partial sponsorship for single internships.

Beneficial Bank • Greater Philadelphia Chamber of Commerce Corporate Contributions • Joseph Frick • Parkway Corporation • Paul DiLorenzo • Zateeny Loftus, LLP

WorkReady Seal-of-Approval Internship Employers

Businesses that host their own internship programs that meet WorkReady's criteria for excellence. Those listed in bold are hosting 10 or more interns.

Aramark • Ballard Spahr • Bank of America • Elliot Lewis • **GlaxoSmithKline** • **Lockheed Martin IS & GS** • Philadelphia Workforce Development Corporation • SEPTA • **St. Christopher's Hospital for Children** • **The Philadelphia Coca-Cola Bottling Company** • The Wistar Institute

2009 WorkReady Providers

Community-based and citywide youth-serving organizations that operate WorkReady programs

Allegheny West Foundation

Arbor E & T

ASPIRA, Inc. of Pennsylvania

The Attic Youth Center

Boys & Girls Clubs of Philadelphia

Cambodian Association of Greater Philadelphia

Camden County Council on Economic Opportunity, Inc.

Caring People Alliance

City of Philadelphia Department of Recreation

Communities In Schools of Philadelphia, Inc.

Community Action Agency of Delaware County, Inc.

Congreso de Latinos Unidos, Inc.

District 1199C Training and Upgrading Fund

Diversified Community Services

EducationWorks

Federation of Neighborhood Centers

Foundations, Inc.

Free Library of Philadelphia

Girard College Development Fund

Greater Philadelphia Urban Affairs Coalition

Indochinese American Council

Intercultural Family Services, Inc.

Information Technology and Society Research Group
at Temple University

LULAC National Educational Services Centers, Inc.

Management & Environmental Technologies, Inc.

Multicultural Youth eXchange

Netter Center for Community Partnerships
at the University of Pennsylvania

New Foundations Charter School

New Jersey Academy for Aquatic Sciences

Norris Square Civic Association

North Light Community Center

One Bright Ray - Fairhill Accelerated Learning

Opportunities Industrialization Centers of America, Inc.

People for People, Inc.

Philadelphia Mural Arts Program

Resources for Human Development, Inc.

Respond, Inc.

Salvation Army Learning Zone

The Student Conservation Association

Temple University UCCP

To Our Children's Future with Health

United Communities Southeast Philadelphia

University of Pennsylvania

Variety-The Children's Charity of Greater Philadelphia

Women's Christian Alliance

YouthBuild Philadelphia Charter School

